



Monday, October 5, 2026
Pennridge School District - Curriculum Committee Meeting

Pennridge School District
Board of School Directors
Curriculum Committee

Committee Chairperson: Mr. Bradley Merkl-Gump

Committee Members: Mr. Nathaniel Leffever, Mr. Brian McMullen, Mrs. Leah Rash, Mrs. Carly Taylor

Co-Cabinet Liaisons: Dr. Jennifer Bloom

Location: Pennridge School District Board Room

Time: 6:30 PM

1. Public Comment on Agenda Items

1.A. Public Comment According to Policy #903

Description: According to Policy #903, public comment on matters of concern, official action or deliberation is limited to three minutes should be directed to the entire School Board following the announcement of your name and municipality. Under this policy, the presiding officer has the authority to warn or stop a public commenter when violation of this policy occurs.

2. Curriculum Review

2.A. October Data Presentation

3. Items for Discussion

3.A. Schoolwide Title I/TSI Plan for South MS - Presentation - Mr. Glenn Donaldson

4. Public Comment

5. Next Meeting

Description: The next Curriculum Committee Meeting is scheduled for Monday, November 2, 2026.

Student Assessment Data 2025-2026



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Dr. Jennifer Bloom
Director of Teaching and Learning

Student Assessments

PSSA

Pennsylvania System of School Assessments State-mandated exams in ELA (grades 3-8), Mathematics (grades 3-8), and Science (grades 4 and 8, moving to 5 and 8).

Keystone

State-mandated end-of-course exams in Literature, Algebra I, and Biology. Used for graduation requirement.



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Student Assessments

AP

Advanced Placement end-of-course exams developed by College Board in art, science, math, humanities, and language. Student may earn college credit if they earn a score of 3, 4, or 5 on the AP Exam.

NOCTI

National Occupational Competency Testing Institute exams for students in career and technical programs at UBCTS. Serve as industry-recognized credentials and for graduation requirements.

Student Assessments

SAT

SAT is a standardized college admissions exam that measures students' skills in reading, writing, and mathematics. Colleges and universities may use SAT scores, alongside other application materials, to help evaluate college readiness and admissions eligibility.

ACT

ACT (American College Testing) is a standardized college admissions exam that measures students' skills in English, mathematics, reading, and science. Colleges and universities may use ACT scores, along with other application materials, to assess college readiness and support admissions decisions.



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2025 - 2026 NOCTI DATA



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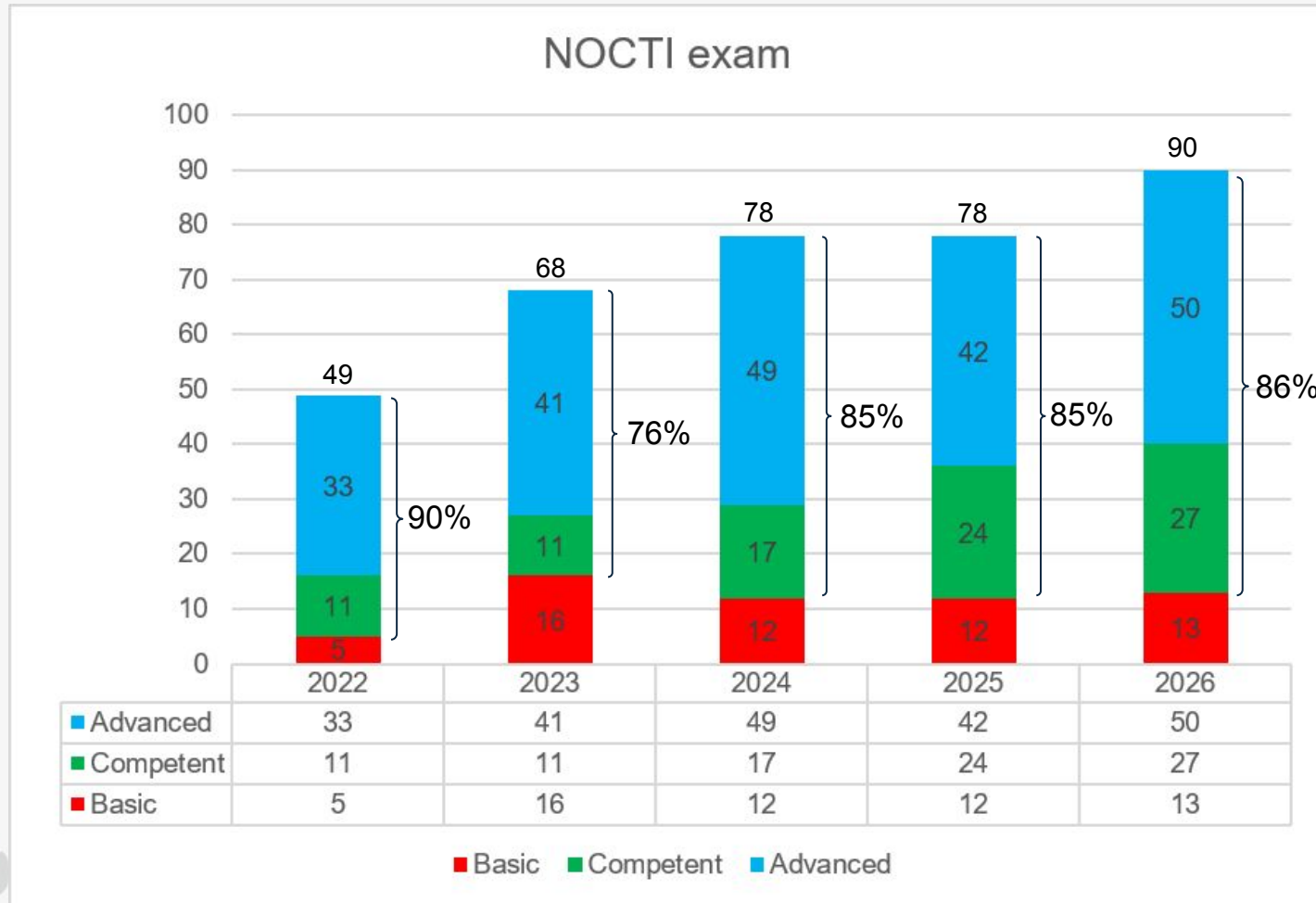
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NOCTI

(National Occupational Competency Testing Institute)



Programs:

- Computer Networking/Cybersecurity
- Carpentry
- Electrical
- HVAC
- Construction Technology
- Auto Collision Technology
- Automotive Technology
- Diesel Technology
- Small Engine Technology
- Baking and Pastry
- Cosmetology
- Culinary Arts
- Law Enforcement
- Dental
- Exercise Science/Sports Technology
- Health Care
- Veterinary Assisting
- Agricultural Technology
- Machining/Engineering Technology
- Mechatronics
- Welding/Fabrication Technology
- Graphic Communications



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Enrollment/Completion Data for Upper Bucks Technical School

Pennridge Seniors -														
						Non-Completers								
	Number of Seniors	Skill Year 1	Skill Year 2	Skill Year 3	Skill Year 4	Completers (Completed CTE Program and Graduated)	Graduated - did not complete CTE program	Completed CTE program but did not graduate	Did not complete program and did not graduate (Dropped out)	Did not complete task list	Did not take NOCTI or NIMS assessment	Concentrators 2 years completed in program	Participants 1 year completed in program	Less than 1 year in program
Graduated 2023	80	14	12	13	41	43	37	0	0	37	0	64	15	1
Graduated 2024	89	5	16	26	42	47	42	0	0	42	0	80	8	1
Graduated 2025	92	8	13	22	49	47	45	0	0	45	9	84	8	0
Graduated 2026	104	12	27	24	41	46	56*	0	0	56	4	89	102	1

*2 students retained for 13th yr

2025-26 Pennridge Students (beginning of year)							2025-26 Pennridge Students-based on end of year report to PIMS						
	total	1	2	3	4	Year		Students	Skill Year 1	Skill Year 2	Skill Year 3	Skill Year 4	Year
9th Grade	100	100	-	-	-	2029	9th Grade	90	90				2029
10th Grade	107	46	61	-	-	2028	10th Grade	103	42	61			2028
11th Grade	105	20	40	45	-	2027	11th Grade	95	20	36	39		2027
12th Grade	104	12	27	24	41	2026	12th Grade	104	12	27	24	41	2026
Totals	416	178	128	69	41		Totals	392	164	124	63	41	



2025 - 2026 Academic Data

AP EXAMS



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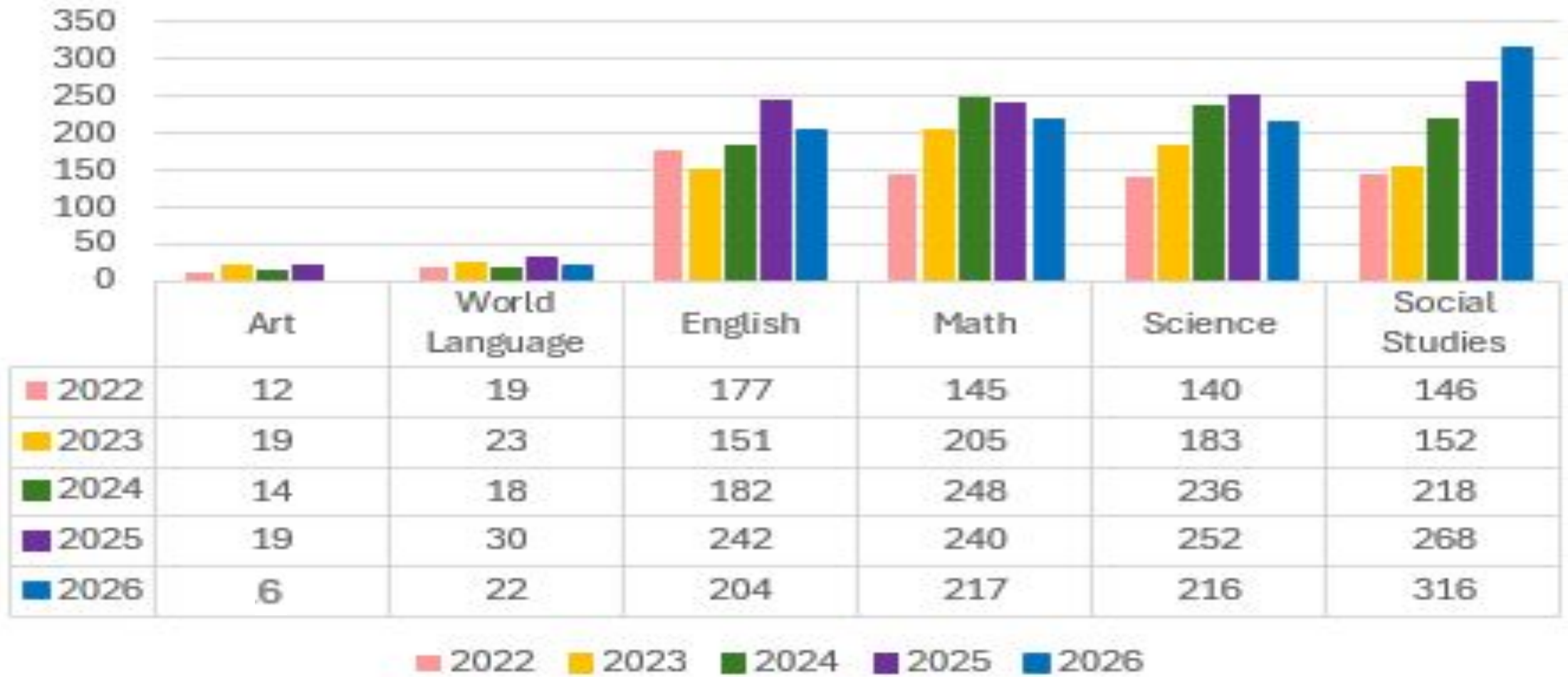
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AP Student Enrollment Data



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Students Taking AP EXAMS



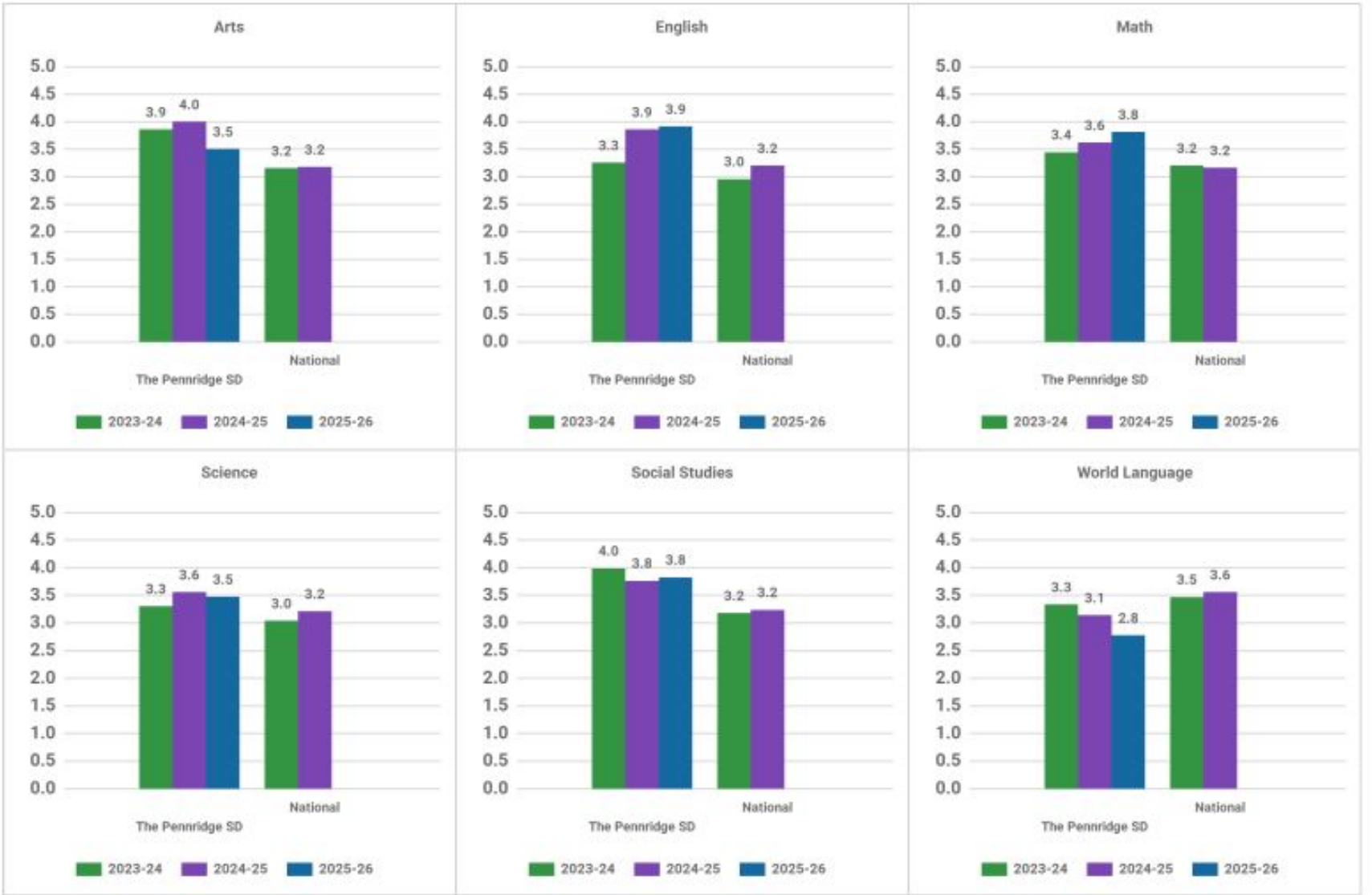
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AP Exams - Achievement Comparison Average Score



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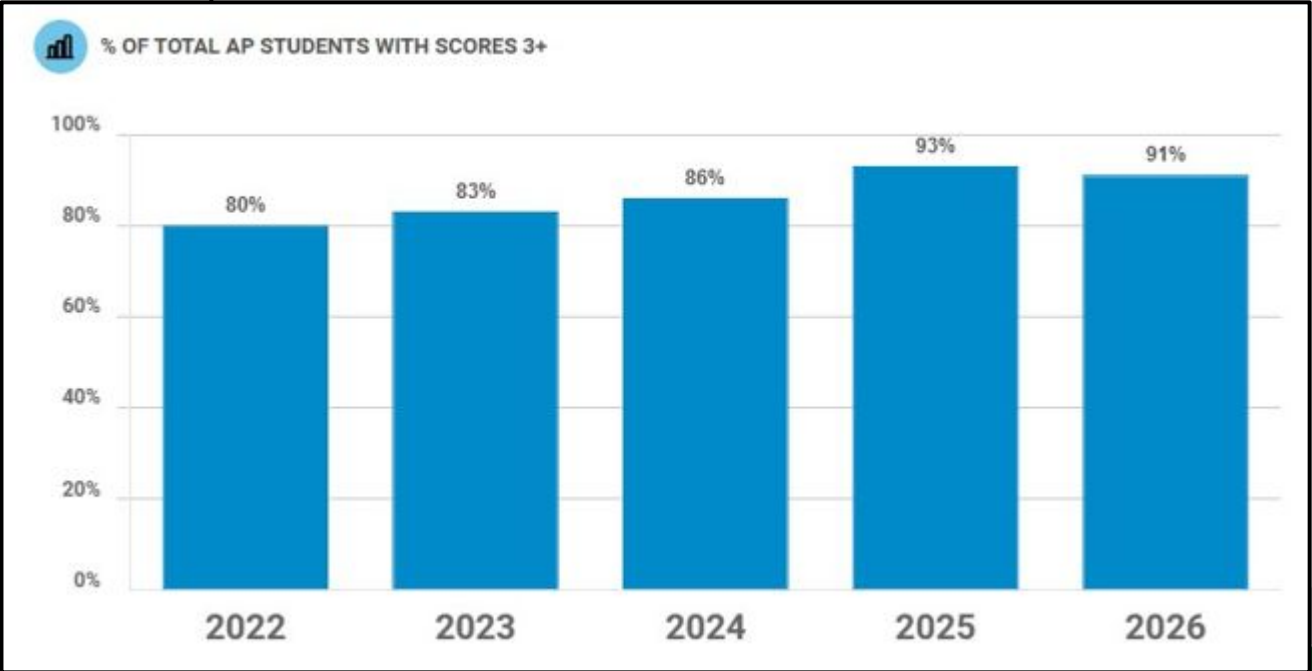
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AP Achievement and Growth

SCHOOL SUMMARY					
	2022	2023	2024	2025	2026
Total AP Students	388	421	475	514	478
Number of Exams	639	733	916	1,051	995
AP Students with Scores 3+	310	350	407	480	435
% of Total AP Students with Scores 3+	79.90	83.14	85.68	93.39	91.00



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2025 - 2026

Preliminary Keystone Data



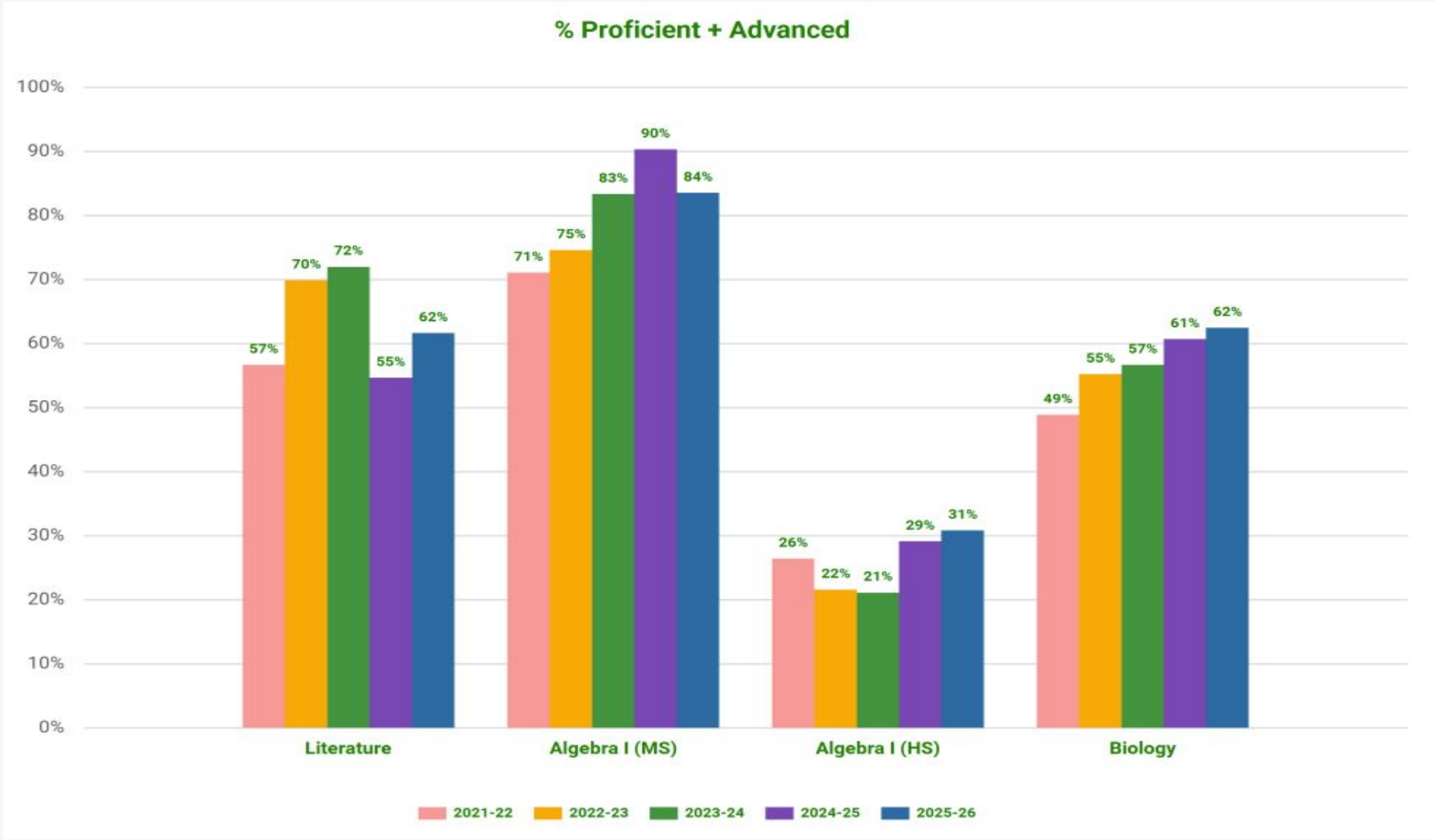
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Keystone Achievement and Growth



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Keystone Achievement (student count)

						Proficient + Advanced
	# of results	Below Basic	Basic	Proficient	Advanced	District
21-22 Literature	787	87	252	401	47	448
22-23 Literature	610	37	146	366	61	427
23-24 Literature	567	34	125	340	68	408
24-25 Literature	606	67	206	291	42	333
25-26 Literature	690	69	193	380	48	428
21-22 Algebra (MS)	252	5	68	123	55	179
22-23 Algebra (MS)	228	2	57	105	64	169
23-24 Algebra (MS)	240	2	38	120	82	202
24-25 Algebra (MS)	196	0	20	90	86	176
25-26 Algebra (MS)	200	2	32	90	78	168
21-22 Algebra (HS)	473	104	246	76	47	123
22-23 Algebra (HS)	385	96	208	58	23	81
23-24 Algebra (HS)	313	75	172	53	13	66
24-25 Algebra (HS)	526	95	279	121	32	153
25-26 Algebra (HS)	464	79	241	116	28	144
21-22 Biology	739	140	236	177	185	362
22-23 Biology	596	131	137	173	161	334
23-24 Biology	505	71	146	146	136	283
24-25 Biology	582	81	151	175	180	355
25-26 Biology	237	26	64	102	47	149



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2025 - 2026

Preliminary PSSA Data



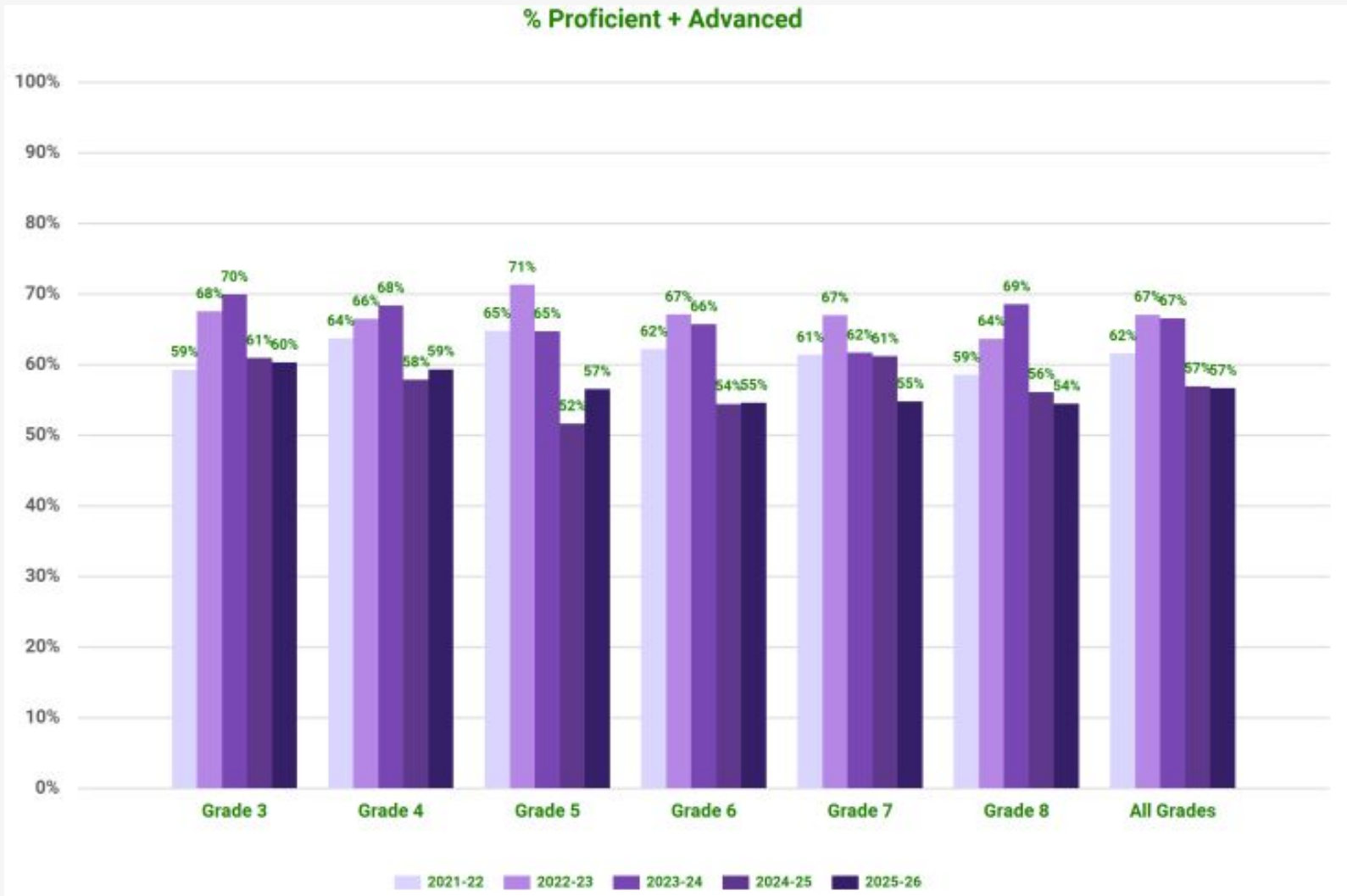
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ELA PSSA Achievement and Growth



- **Overall ELA proficiency remained stable at 57%**, reflecting consistent year over year stability.
- **Pennridge ranked 11th among 84 participating LinkIt! districts for student growth**, with districts ranked above Pennridge separated by less than one percentage point.
- **Grades 3–4 remained consistent year over year**, with proficiency holding near 60%.
- **Grades 5–6 showed positive movement**, highlighted by Grade 5 increasing from **52% to 57%** and Grade 6 from **54% to 55%**.
- **Grade 7 declined year over year**, from 61% to 55% (-6%) identifying an area for continued focus.
- **Grade 8 remained relatively stable**, with only a **1 percentage-point decline** year over year.



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ELA PSSA Achievement (student count)

Year	Grade	# of Results	Below Basic	Basic	Proficient	Advanced
2021-22	3	459	46	142	225	50
2022-23	3	437	22	122	227	66
2023-24	3	459	32	106	266	55
2024-25	3	412	37	124	214	37
2025-26	3	436	52	122	214	48
2021-22	4	435	39	117	191	83
2022-23	4	444	31	115	164	133
2023-24	4	452	27	118	212	99
2024-25	4	453	36	154	208	54
2025-26	4	440	22	154	198	66
2021-22	5	460	46	120	244	51
2022-23	5	425	17	106	225	76
2023-24	5	473	43	123	260	47
2024-25	5	434	43	165	191	35
2025-26	5	469	42	159	234	28
2021-22	6	529	21	180	243	85
2022-23	6	453	18	131	204	100
2023-24	6	420	17	126	210	63
2024-25	6	452	41	167	172	72
2025-26	6	427	9	184	162	68
2021-22	7	502	20	176	226	80
2022-23	7	533	0	176	256	101
2023-24	7	449	9	166	202	76
2024-25	7	407	12	147	199	49
2025-26	7	464	14	200	200	56
2021-22	8	528	42	174	222	84
2022-23	8	492	30	148	251	64
2023-24	8	524	26	136	288	73
2024-25	8	433	26	160	182	61
2025-26	8	415	42	149	166	62



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ELA PSSA 2 YR ELA Achievement and Growth

	Adv	Pro	Bas	Bel		Adv+Pro 25-26	Adv+Pro 24-25	Change
3	11%	49%	28%	12%		60%	61%	-1%
4	15%	45%	35%	5%		59%	58%	1%
5	6%	50%	34%	9%		57%	52%	5%
6	16%	38%	43%	2%		55%	54%	1%
7	12%	43%	43%	3%		55%	61%	-6%
8	15%	40%	36%	10%		54%	56%	-2%



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RELA: From Alignment to Consistent Implementation

2025-26 work to 2026-27 priorities

2025-26 | What we set out to do

- Align instruction to standards
- Strengthen instructional strategies that promote mastery of eligible content
- Use consistent academic language and vocabulary

What we built

- Priority standards in grades 3-10 using PSSA, Keystone, and LinkIt data
- Say Mean Matter explicit instructional routines
- Common instructional and independent supplemental units
- Shared TDA commands, standards-aligned questions, and common rubrics
- Targeted intervention and instruction



2026-27 | Continue and Deepen

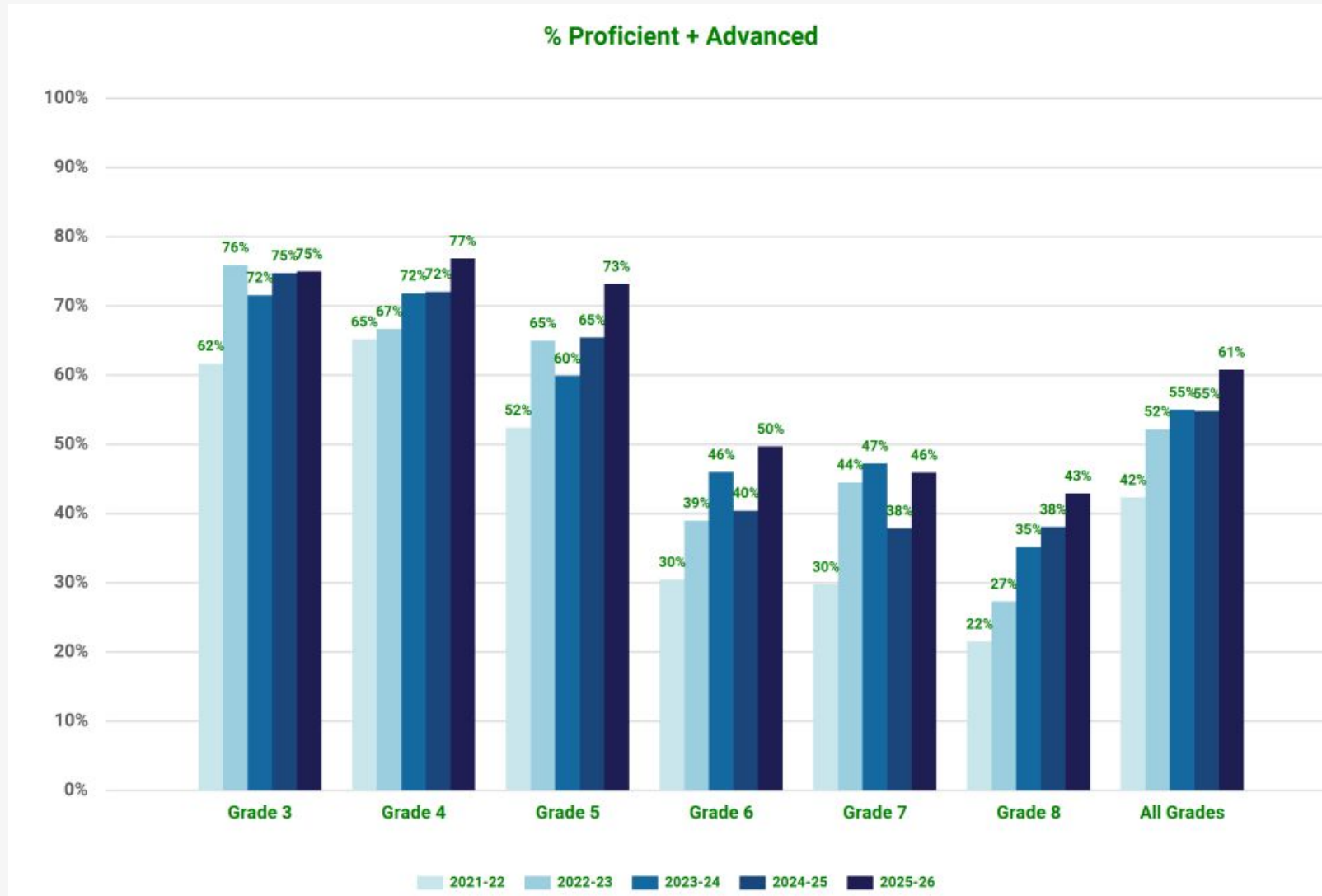
- Develop common assessments in grades 3-12
- Say Mean Matter explicit instructional routines
- Implement final exams in targeted high school courses
- Use MTSS data - universal screeners, benchmarks, PSSA, Keystone, and classroom measures - to plan small-group intervention and enrichment
- Advance the curriculum renewal cycle to strengthen coherence and increase achievement across performance bands
- Strengthen instruction through UDL, text analysis, rigorous standards-aligned questioning, and consistent academic language/vocabulary

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MATH PSSA Achievement and Growth



- **All Grades composite hit an all-time high of 61%** in 2025-26, up from 42% just five years ago — a 19-percentage-point gain
- **2025-26 was a record year for nearly every grade band.** Grades 4, 5, 6, 7, and 8 all posted their highest proficiency rate of the five years shown.
- **Grade 5 had a standout single-year jump**, climbing from 65% to 73% — an 8-point gain in one year alone.
- **Grades 6 and 7 rebounded strongly after a 2024-25 dip.** Grade 6 went from 40% back up to 50%, and Grade 7 climbed from 38% to 46%, both recovering past their prior levels.
- **Grade 8 shows the most dramatic long-term growth**, nearly doubling from 22% proficient in 2021-22 to 43% this year — the largest five-year gain of any grade level.



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MATH PSSA Achievement and Growth

Year	Grade	# of Results	Below Basic	Basic	Proficient	Advanced
2021-22	3	459	64	110	147	133
2022-23	3	439	26	79	184	145
2023-24	3	460	41	92	198	133
2024-25	3	411	45	58	156	148
2025-26	3	435	52	57	165	161
2021-22	4	436	44	109	166	118
2022-23	4	453	45	109	177	127
2023-24	4	450	36	90	162	162
2024-25	4	454	32	95	173	154
2025-26	4	440	44	57	132	202
2021-22	5	460	60	161	170	74
2022-23	5	428	43	107	167	111
2023-24	5	476	52	138	167	119
2024-25	5	436	31	122	179	105
2025-26	5	469	23	103	192	155
2021-22	6	529	164	206	116	42
2022-23	6	457	101	178	137	41
2023-24	6	420	71	155	147	46
2024-25	6	453	100	168	122	59
2025-26	6	427	73	145	141	73
2021-22	7	501	165	185	110	40
2022-23	7	535	112	182	161	75
2023-24	7	451	108	131	149	68
2024-25	7	407	94	163	94	61
2025-26	7	464	97	153	153	60
2021-22	8	525	231	179	89	21
2022-23	8	495	178	183	109	30
2023-24	8	521	141	198	135	47
2024-25	8	434	109	161	126	39
2025-26	8	415	87	149	133	46



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Math PSSA 2 YR Math Achievement and Growth

	Adv	Pro	Bas	Bel		25-26	24-25	change
3	37%	38%	13%	12%		75%	75%	0%
4	46%	30%	13%	10%		77%	72%	5%
5	33%	41%	22%	5%		73%	65%	8%
6	17%	33%	34%	17%		50%	40%	10%
7	13%	33%	33%	21%		46%	38%	8%
8	11%	32%	36%	21%		43%	38%	5%



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Math: From Alignment to Consistent Implementation

2025-26 work to 2026-27 priorities

2025-26 | What we set out to do

- Align instruction to standards
- Strengthen instructional strategies that promote mastery of eligible content
- Use consistent academic language and vocabulary

What we built

- Priority standards in grades 3-10 using PSSA, Keystone, and LinkIt data
- Common instructional and independent supplemental units
- Targeted intervention and instruction
- Common assessments at the secondary level



2026-27 | Continue and Deepen

- Develop common assessments in grades 3-12
- Implement final exams in targeted high school courses
- Use MTSS data - universal screeners, benchmarks, PSSA, Keystone, and classroom measures - to plan small-group intervention and enrichment
- Advance the curriculum renewal cycle to strengthen coherence and increase achievement across performance bands
- Strengthen instruction through UDL, analysis, rigorous standards-aligned questioning, and consistent academic language/vocabulary

PSSA Science Grade 5 and 8/Biology Keystone (Spring 2026) Score Update

The first Pennsylvania STEELS Standards-aligned PSSA Science assessment and Biology Keystone were given in the Spring of 2026.

Individual student scores are not yet available.

We will provide an update once this information becomes available.



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Pennridge South MS

TSI Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Pennridge South MS		122098103
Address 1		
Fifth & Cedar Streets		
Address 2		
City	State	Zip Code
Perkasie	PA	18944
Chief School Administrator		Chief School Administrator Email
Dr Angelo G Berrios III		aberrios@pennridge.org
Principal Name		
Glenn K. Donaldson		
Principal Email		
gdonaldson@pennridge.org		
Principal Phone Number		Principal Extension
215-257-0467		991001
School Improvement Facilitator Name		School Improvement Facilitator Email
Chad Evans		cevans@bucksu.org

Steering Committee

[illegible]

Vision for Learning

Vision for Learning

It is paramount that our students graduate with knowledge of their talents, passions and what is necessary for them to remain life-long learners and productive citizens. These objectives need to be accomplished in a community-oriented environment that is safe, welcoming, nurturing, student-centered and respectful of all. As such, the mission of the Pennridge School District is as follows: Pennridge School District strives to provide all students with a well-rounded educational experience where they acquire the 21st century skills necessary for a successful future.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

In 24-25, the school (overall) did not meet the ELA improvement target. Plus, every subgroup also did not meet the target and all groups showed a decline from the previous year. However, the All Student Group did outperform the Statewide Average by 0.8%.

True Strengths	True Challenges	False N/A
-----------------------	------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
Combined Ethnicity	The All Student Group outperformed the Statewide Average by 0.8%.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with Disabilities dropped by 10.2% in A/P % in ELA.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

In 24-25, none of the groups met the Interim Goal/Improvement Target in math. However, three groups (All Student, White, and Student with Disabilities) did demonstrate an increase in performance from the previous year.

True Strengths	False Challenges	False N/A
-----------------------	-------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with Disabilities demonstrated an increase in performance by 1.7% from the previous year in A/P % in math.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with Disabilities did not meet the expected improvement target in A/P percentages in math. However, they did better than the All Student Group which only increased by 1.4%.

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Even though the school overall did not meet the standard demonstrating growth in ELA, four of the subgroups met the standard and one of them also showed an increase in growth from the previous year.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Hispanic	The Hispanic group is the only group who not only met the growth standard in ELA growth but also demonstrated an increase in growth from the previous year.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with Disabilities met the growth standard in ELA; however, there was a decrease from the previous year.

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

In 24-25, the school did not meet the performance standard demonstrating growth in math. All groups showed a decline in performance from the previous year.

False Strengths	True Challenges	False N/A
------------------------	------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with Disabilities group had the greatest amount of growth in math compared to the other subgroups.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with Disabilities group continues to not show the expected amount of growth in math.

English Language Growth and Attainment

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
------------------------	-------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
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Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

In 24-25, overall, the school did not meet the performance standard. The only group that showed improvement was the white group.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	The White group met the performance standard for attendance and also demonstrated an increase from the previous year.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with Disabilities did not meet the standard for regular attendance and also showed a decline in performance from the previous year.

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

In 24-25, the All Student Group met the performance standard; however, the Student with Disabilities group did not meet the standard and showed regression from the previous year.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	This group well exceeded the expected performance standard.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	This group did not meet the standard and showed a decrease from the previous year.

High School Graduation Rate Four-Year Cohort

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

The White group met the performance standard for attendance and also demonstrated an increase from the previous year.
The Hispanic group is the only group who not only met the growth standard in ELA growth but also demonstrated an increase in growth from the previous year.
Students with Disabilities demonstrated an increase in performance by 1.7% from the previous year in A/P % in math.
In 24-25, none of the groups met the Interim Goal/Improvement Target in math. However, in three groups (All Student, White, and Student with Disabilities) the performance increased from the previous year.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Students with Disabilities did not meet the expected improvement target in A/P percentages in math. However, they did better than the All Student Group which only increased by 1.4%.
In 24-25, the school (overall) did not meet the ELA improvement target. Plus, every subgroup also did not meet the target and all groups showed a decline from the previous year. However, the All Student Group did outperform the Statewide Average by 0.8%.
In 24-25, the school (overall) did not meet the improvement target. Plus, every subgroup also did not meet the target and all groups showed a decline from the previous year.
Students with Disabilities group continues to not show the expected amount of growth in math.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
ELA LinkIt Benchmark (2026-27, 3 times during SY)	We will compare overall student scores in Fall to Spring in order to plan intervention and predict PSSA performance.
PSSA (2025-26)	6th Grade - 54% were Prof./Adv. (4.2% increase from 24-25) 7th Grade - 54.8% were Prof./Adv. (1.8% increase from 24-25)

English Language Arts Summary

Strengths

In 2025–26, 84% of Grade 8 students, 63% of Grade 7 students, and 64% of Grade 6 students demonstrated growth on the ELA LinkIt Benchmark. Additionally, PSSA achievement mobility showed positive movement in Text-Dependent Analysis (+15% net mobility), Informational Text (+9%), and Conventions of Standard English (+8%).
Grade 6 ELA PSSA proficiency increased by 4.2 percentage points, with 54% of students scoring Advanced or Proficient. Grade 7 proficiency increased by 1.8 percentage points, with 54.8% scoring Advanced or Proficient.
In 2025–26, 84% of Grade 8 students, 63% of Grade 7 students, and 64% of Grade 6 students demonstrated growth on the ELA LinkIt Benchmark. Additionally, PSSA achievement mobility showed positive movement in Text-Dependent Analysis (+15% net mobility), Informational Text (+9%), and Conventions of Standard English (+8%).
In all grade levels, LinkIt benchmark data, PSSA data, collaborative teacher teams, content-area teams, and the MTSS Core Team are utilized to identify student needs, monitor progress, adjust Tier 1 instruction, and provide targeted supports.

Challenges

In 2025-2026, 38.8% of Grade 8 students were proficient or advanced on the ELA PSSA. This is a 10.8% decrease from 2024-2025.
2025-2026 PSSA achievement mobility data identified Vocabulary Acquisition and Use as the most significant ELA area of concern. Of the students represented in the mobility analysis, 42% moved down, 46% remained at the same level, and only 12% moved up, resulting in net achievement mobility of -30% from 2024-2025.
In 25-26, additional ELA areas demonstrated negative achievement mobility, including Key Ideas and Details (-7%) and Literature Text (-4%), while Craft and Structure/Integration of Knowledge and Ideas was essentially unchanged (-1%) compared to 24-25.
For Students with Disabilities specifically, although this subgroup met the PVAAS ELA growth standard, there was a 10.2% decrease in Advanced/Proficient performance from 24-25.

Mathematics

Data	Comments/Notable Observations
Math LinkIt Benchmark (2026-27, 3 times during SY)	We will compare overall student scores in Fall to Spring in order to plan intervention and predict PSSA performance.
PSSA (2025-26)	6th grade - 52.7% were Prof/Adv. (14.5% increase from 24-25) 7th grade - 57.1% were Prof./Adv. (25.8% increase from 24-25)

Mathematics Summary

Strengths

6th grade - 52.7% were Prof/Adv. (14.5% increase from 24-25)
7th grade - 57.1% were Prof./Adv. (25.8% increase from 24-25)
In 25-26, Mathematics demonstrated positive achievement mobility in multiple reporting categories, including Statistics and Probability (+22%), Ratios and Proportional Relationships (+18%), Geometry (+12%), and Number System (+9%) compared to 24-25. For students with disabilities specifically, there was a 1.7% increase in Math Advanced/Proficient performance.
In all grade levels, LinkIt benchmark data, PSSA data, collaborative teacher teams, content-area teams, and the MTSS Core Team are utilized to identify student needs, monitor progress, adjust Tier 1 instruction, and provide targeted supports.

Challenges

In 2025–26, Expressions and Equations demonstrated 0% net achievement mobility, with 16% moving up and 16% moving down. Grade 8 proficiency was approximately 26%.
Grade 6 - Statistics and Probability is approximately 50% proficiency Grade 7 - Expressions and Equations is approximately 46% proficiency; Number System performance is approximately 48% proficiency Grade 8 - Expressions and Equations is approximately 26% proficiency
Students with Disabilities increased Mathematics Advanced/Proficient performance by 1.7%, but still did not meet the expected improvement/growth target.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science LinkIt! Benchmark (25-26, 3 times during SY)	Student scores increased in all grade levels throughout the testing windows in 2025-2026. We will compare overall student scores in Fall to Spring for 2026-2027 in order to plan intervention and predict PSSA performance.
PSSA (25-26)	We will compare 25-26 Science PSSA scores to 23-24 & 24-25 when we receive them.

Science, Technology, and Engineering Education Summary

Strengths

6th Grade - In the beginning of the 25-26 school year, 39% of students were proficient on the benchmark. At the end of the school year, 69% of students were proficient on the benchmark (+30% increase) 7th Grade - In the beginning of the 25-26 school year, 26% of students were proficient on the benchmark. At the end of the year, 68% of students were proficient on the benchmark (+42% increase) 8th Grade - In the beginning of the 25-26 school year, 46% of students were proficient on the benchmark. At the end of the year, 68% of students were proficient on the benchmark (+22% increase)
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Challenges

The All Student Group needs to increase on the Science PSSA by 13.4% to meet the Statewide 2033 goal of 83%.
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Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready PA Index - College and Career Measures	All student groups met the Future Ready PA performance standard for the Career Standards Benchmark.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

The statewide average for all students in the 24-25 SY was 91.5% and the South Middle School average for all students was 97.1%.
Existing schoolwide structures, including collaboration among teachers, counselors, administration, and families, provide a foundation for connecting academic achievement, attendance, student engagement, and career readiness.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

The average for students with disabilities for 24-25 SY was 85.2%. The average for the 23-24 SY was 97% so this is an 11.8% decrease.
The All student group did not meet the Future Ready PA performance standard for Regular Attendance. The statewide average was 79.6% and the average was 78.7%.

The Students with Disabilities subgroup did not meet the regular-attendance standard. The average was 69.7% in 24-25 SY and 70.6% in 23-24 SY (0.9% decrease).

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
PA Future Ready Index (24-25)	Hispanic subgroup met the ELA growth standard with a 74.0 and improved from the previous year of 73.0.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
PA Future Ready Index (24-25)	Students with Disabilities increased Mathematics Advanced/Proficient performance by 1.7% from 23-24.
PA Future Ready Index (24-25)	Despite a decrease in the growth score from 23-24 (89.0), Students with Disabilities subgroup still met the ELA growth standard with a growth score of 76.0
Math PSSA (25-26)	6th Grade Math/Algebra - The percentage of Students with Disabilities scoring at the Proficient level in increased from 7% in 2024-25 to 23% in 2025-26, representing a 16-percentage-point gain. Additionally, while no students achieved the Advanced level in 2024-25, 12% reached the Advanced level in 2025-26. 7th Grade Math/Algebra - The percentage of Students with Disabilities performing at the Advanced level increased from 9% in 2024-25 to 15% in 2025-26, representing a 6-percentage-point gain. 8th Grade Math/Algebra - The percentage of Students with Disabilities performing at the proficient level decreased from 23% in 2024-25 to 12% in 2025-26, representing an 11-percentage-point loss.
Math LinkIt! Benchmark (25-26)	6th Grade Math/Algebra - Students with Disabilities demonstrated growth in proficiency from the beginning to the end of the assessment cycle. On Form A, 17% of Students with Disabilities scored at the Proficient level, while on Form C administered at the end of the school year, 23% achieved the Proficient level (a 6-percentage-point increase) 7th Grade Math/Algebra - The percentage of Students with Disabilities demonstrating proficiency on Form A was 7%. At the end of the school year on Form C, the percentage remained the same - 7% (a 0% gain). 8th Grade Math/Algebra - Students with Disabilities demonstrated growth in proficiency from the beginning to the end of the assessment cycle. On Form A, 6% of Students with Disabilities scores at the Proficient level, while on Form C administered at the end of the school year, 14% achieved Proficient level (an 8-percentage-point increase).
English Language Arts PSSA (25-26)	6th Grade ELA - The percentage of Students with Disabilities scoring at the Proficient level increased from 3% in 2024-25 to 19% in 2025-26, representing a 16-percentage-point gain. Additionally, while no students achieved the Advanced level in 2024-25, 4% reached the Advanced level in 2025-26. 7th Grade ELA - The percentage of Students with Disabilities scoring at the Proficient level decreased

	from 20% in 2024-25 to 11% in 2025-26 (a 9-percentage-point loss) 8th Grade ELA - The percentage of Students with Disabilities scoring at the Proficient level increased from 9% in 2024-25 to 12% in 2025-26, representing a 3-percentage-point gain.
English Language Arts LinkIt! Benchmark (25-26)	6th Grade ELA - Students with Disabilities demonstrated growth in proficiency from the beginning to the end of the assessment cycle. On Form A, 15% of Students with Disabilities scored at the Proficient level, while on Form B (Form C only tested in Math) administered in the second half of the school year, 18% achieved the Proficient level (a 3-percentage-point increase) 7th Grade ELA - Students with Disabilities demonstrated growth in proficiency from the beginning to the end of the assessment cycle. On Form A, no Students with Disabilities scored at the Proficient level, while on Form b administered in the second half of the school year, 7% achieved the Proficient level (a 7-percentage-point gain) 8th Grade ELA - Students with Disabilities demonstrated growth in proficiency from the beginning to the end of the assessment cycle. On Form A, no Students with Disabilities scored at the Proficient level, while on Form B administered in the second half school year, 5% achieved the Proficient level (a 5-percentage-point gain)

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
PA Future Ready Index (24-25)	Despite a decrease in score from 23-24 (73.0), students in the economically disadvantaged subgroup still met the ELA growth standard with a 70.0.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

English Language Arts/Literature - Hispanic subgroup met the ELA growth standard with a 74.0 and improved from the previous year of 73.0
Mathematics/Algebra - Students with Disabilities subgroup increased Mathematics Advanced/Proficient performance by 1.7% from 23-24. In 24-25, 8.5% were Adv./Prof. compared to 23-24 where 6.8% were Adv./Proficient.
English Language Arts/Literature - Despite a decrease in the growth score from 23-24 (89.0), Students with Disabilities subgroup still met the ELA growth standard with a growth score of 76.0
English Language Arts/Literature - Despite a decrease in the growth score from 23-24 (73.0), students in the economically disadvantaged subgroup still met the ELA growth standard with a growth score of 70.0.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

English Language Arts/Literature - Students with Disabilities experienced a 10.2% decline in Advanced/Proficient performance. Although this subgroup met the ELA growth standard of 70%, growth decreased from the previous year (89%).

Economically Disadvantaged students' performance decreased from the previous year but met the growth standard of 70%.

Mathematics/Algebra - Hispanic students' performance decreased from the previous year and did not meet the statewide/interim goal - The statewide average was 41.7% and South MS student average was 13.9%.

Mathematics/Algebra - Economically Disadvantaged students' performance decreased from the previous year and did not meet the Statewide/interim goal - The state average was 41.7% and South MS student average was 17.3%.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Exemplary
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

>

Continue to implement an evidence-based system of schoolwide positive behavior interventions and supports.
Continue to align curricular materials, assessments, and lesson plans to the PA Standards
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
Provide frequent, timely, and systematic feedback and support on instructional practices.
Collectively shape the vision for continuous improvement of teaching and learning

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

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Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Identify and address individual student learning needs
Foster a culture of high expectations for success for all students, educators, families, and community members
Monitor and evaluate the impact of professional learning on staff practices and student learning

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
The White group met the performance standard for attendance and also demonstrated an increase from the previous year.	True
The Hispanic group is the only group who not only met the growth standard in ELA growth but also demonstrated an increase in growth from the previous year.	False
Students with Disabilities demonstrated an increase in performance by 1.7% from the previous year in A/P % in math.	True
In 24-25, none of the groups met the Interim Goal/Improvement Target in math. However, in three groups (All Student, White, and Student with Disabilities) the performance increased from the previous year.	True
Students with Disabilities group had the greatest amount of growth in math compared to the other subgroups.	True
In 24-25, the school (overall) did not meet the improvement target. Plus, every subgroup also did not meet the target and all groups showed a decline from the previous year.	True
In 24-25, the school (overall) did not meet the ELA improvement target. Plus, every subgroup also did not meet the target and all groups showed a decline from the previous year. However, the All Student Group did outperform the Statewide Average by 0.8%.	True
Even though the school overall did not meet the standard demonstrating growth in ELA, four of the subgroups met the standard and one of them also showed an increase in growth from the previous year.	True
In 2025–26, 84% of Grade 8 students, 63% of Grade 7 students, and 64% of Grade 6 students demonstrated growth on the ELA LinkIt Benchmark. Additionally, PSSA achievement mobility showed positive movement in Text-Dependent Analysis (+15% net mobility), Informational Text (+9%), and Conventions of Standard English (+8%).	True
Grade 6 ELA PSSA proficiency increased by 4.2 percentage points, with 54% of students scoring Advanced or Proficient. Grade 7 proficiency increased by 1.8 percentage points, with 54.8% scoring Advanced or Proficient.	True
In 2025–26, 84% of Grade 8 students, 63% of Grade 7 students, and 64% of Grade 6 students demonstrated growth on the ELA LinkIt Benchmark. Additionally, PSSA achievement mobility showed positive movement in Text-Dependent Analysis (+15% net mobility), Informational Text (+9%), and Conventions of Standard English (+8%).	True
In all grade levels, LinkIt benchmark data, PSSA data, collaborative teacher teams, content-area teams, and the MTSS Core Team are utilized to identify	True

student needs, monitor progress, adjust Tier 1 instruction, and provide targeted supports.	
6th grade - 52.7% were Prof./Adv. (14.5% increase from 24-25)	True
7th grade - 57.1% were Prof./Adv. (25.8% increase from 24-25)	True
In 25-26, Mathematics demonstrated positive achievement mobility in multiple reporting categories, including Statistics and Probability (+22%), Ratios and Proportional Relationships (+18%), Geometry (+12%), and Number System (+9%) compared to 24-25. For students with disabilities specifically, there was a 1.7% increase in Math Advanced/Proficient performance.	True
In all grade levels, LinkIt benchmark data, PSSA data, collaborative teacher teams, content-area teams, and the MTSS Core Team are utilized to identify student needs, monitor progress, adjust Tier 1 instruction, and provide targeted supports.	True
6th Grade - In the beginning of the 25-26 school year, 39% of students were proficient on the benchmark. At the end of the school year, 69% of students were proficient on the benchmark (+30% increase) 7th Grade - In the beginning of the 25-26 school year, 26% of students were proficient on the benchmark. At the end of the year, 68% of students were proficient on the benchmark (+42% increase) 8th Grade - In the beginning of the 25-26 school year, 46% of students were proficient on the benchmark. At the end of the year, 68% of students were proficient on the benchmark (+22% increase)	True
The statewide average for all students in the 24-25 SY was 91.5% and the South Middle School average for all students was 97.1%.	False
Existing schoolwide structures, including collaboration among teachers, counselors, administration, and families, provide a foundation for connecting academic achievement, attendance, student engagement, and career readiness.	True
English Language Arts/Literature - Hispanic subgroup met the ELA growth standard with a 74.0 and improved from the previous year of 73.0	True
Mathematics/Algebra - Students with Disabilities subgroup increased Mathematics Advanced/Proficient performance by 1.7% from 23-24. In 24-25, 8.5% were Adv./Prof. compared to 23-24 where 6.8% were Adv./Proficient.	True
English Language Arts/Literature - Despite a decrease in the growth score from 23-24 (89.0), Students with Disabilities subgroup still met the ELA growth standard with a growth score of 76.0	True
English Language Arts/Literature - Despite a decrease in the growth score from 23-24 (73.0), students in the economically disadvantaged subgroup still met the ELA growth standard with a growth score of 70.0.	True
Continue to implement an evidence-based system of schoolwide positive behavior interventions and supports.	True
Continue to align curricular materials, assessments, and lesson plans to the PA Standards	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
Provide frequent, timely, and systematic feedback and support on instructional practices.	True

Collectively shape the vision for continuous improvement of teaching and learning	True
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Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Students with Disabilities did not meet the expected improvement target in A/P percentages in math. However, they did better than the All Student Group which only increased by 1.4%.	True
In 24-25, the school (overall) did not meet the ELA improvement target. Plus, every subgroup also did not meet the target and all groups showed a decline from the previous year. However, the All Student Group did outperform the Statewide Average by 0.8%.	True
In 24-25, the school (overall) did not meet the improvement target. Plus, every subgroup also did not meet the target and all groups showed a decline from the previous year.	True
Students with Disabilities group continues to not show the expected amount of growth in math.	False
Students with Disabilities dropped by 10.2% in A/P % in ELA.	True
In 24-25, the school did not meet the performance standard demonstrating growth in math. All groups showed a decline in performance from the previous year.	False
In 24-25, overall, the school did not meet the performance standard. The only group that showed improvement was the white group.	False
In 24-25, the All Student Group met the performance standard; however, the Student with Disabilities group did not meet the standard and showed regression from the previous year.	True
In 2025-2026, 38.8% of Grade 8 students were proficient or advanced on the ELA PSSA. This is a 10.8% decrease from 2024-2025.	True
2025-2026 PSSA achievement mobility data identified Vocabulary Acquisition and Use as the most significant ELA area of concern. Of the students represented in the mobility analysis, 42% moved down, 46% remained at the same level, and only 12% moved up, resulting in net achievement mobility of -30% from 2024-2025.	True
In 25-26, additional ELA areas demonstrated negative achievement mobility, including Key Ideas and Details (-7%) and Literature Text (-4%), while Craft and Structure/Integration of Knowledge and Ideas was essentially unchanged (-1%) compared to 24-25.	False
In 2025-26, Expressions and Equations demonstrated 0% net achievement mobility, with 16% moving up and 16% moving down. Grade 8 proficiency was approximately 26%.	True

Grade 6 - Statistics and Probability is approximately 50% proficiency Grade 7 - Expressions and Equations is approximately 46% proficiency; Number System performance is approximately 48% proficiency Grade 8 - Expressions and Equations is approximately 26% proficiency	True
For Students with Disabilities specifically, although this subgroup met the PVAAS ELA growth standard, there was a 10.2% decrease in Advanced/Proficient performance from 24-25.	True
Economically Disadvantaged students' performance decreased from the previous year but met the growth standard of 70%.	False
The All Student Group needs to increase on the Science PSSA by 13.4% to meet the Statewide 2033 goal of 83%.	False
The average for students with disabilities for 24-25 SY was 85.2%. The average for the 23-24 SY was 97% so this is an 11.8% decrease.	False
Students with Disabilities increased Mathematics Advanced/Proficient performance by 1.7%, but still did not meet the expected improvement/growth target.	True
The All student group did not meet the Future Ready PA performance standard for Regular Attendance. The statewide average was 79.6% and the average was 78.7%.	False
The Students with Disabilities subgroup did not meet the regular-attendance standard. The average was 69.7% in 24-25 SY and 70.6% in 23-24 SY (0.9% decrease).	False
English Language Arts/Literature - Students with Disabilities experienced a 10.2% decline in Advanced/Proficient performance. Although this subgroup met the ELA growth standard of 70%, growth decreased from the previous year (89%).	True
Mathematics/Algebra - Hispanic students' performance decreased from the previous year and did not meet the statewide/interim goal - The statewide average was 41.7% and South MS student average was 13.9%.	True
Mathematics/Algebra - Economically Disadvantaged students' performance decreased from the previous year and did not meet the Statewide/interim goal - The state average was 41.7% and South MS student average was 17.3%.	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
Identify and address individual student learning needs	False
Foster a culture of high expectations for success for all students, educators, families, and community members	True
Monitor and evaluate the impact of professional learning on staff practices and student learning	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

The data shows that math remains an area for growth, with several math standards across Grades 6-8 performing below desired levels. Students with Disabilities, Economically Disadvantaged students, and Hispanic students continue to face the greatest achievement challenges, particularly in math. While some of these groups met growth expectations, proficiency levels either declined or remained below state targets, which indicates the need for a more rapid improvement academically. Attendance is also an area of concern, especially for Students with Disabilities, whose attendance rates decreased from the previous year. Overall, the data highlights the need for targeted support in math, attendance, and continued efforts to improve outcomes for key student groups. Note: Science was assessed however was a field test.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Students with Disabilities did not meet the expected improvement target in A/P percentages in math. However, they did better than the All Student Group which only increased by 1.4%.		False
In 24-25, the school (overall) did not meet the ELA improvement target. Plus, every subgroup also did not meet the target and all groups showed a decline from the previous year. However, the All Student Group did outperform the Statewide Average by 0.8%.		False
In 24-25, the school (overall) did not meet the improvement target. Plus, every subgroup also did not meet the target and all groups showed a decline from the previous year.		False
Students with Disabilities dropped by 10.2% in A/P % in ELA.		False
In 24-25, the All Student Group met the performance standard; however, the Student with Disabilities group did not meet the standard and showed regression from the previous year.		False
In 2025-2026, 38.8% of Grade 8 students were proficient or advanced on the ELA PSSA. This is a 10.8% decrease from 2024-2025.		False
2025-2026 PSSA achievement mobility data identified Vocabulary Acquisition and Use as the most significant ELA area of concern. Of the students represented in the mobility analysis, 42% moved down, 46% remained at the same level, and only 12% moved up, resulting in net achievement mobility of -30% from 2024-2025.	Students need more consistent exposure to explicit, systematic instruction in academic and content-specific vocabulary across grade levels and content areas. In addition, instructional tasks and assessments have not consistently provided students with opportunities to apply vocabulary knowledge in formats and contexts comparable to those encountered on standards-aligned assessments.	True
In 2025-26, Expressions and Equations demonstrated 0% net achievement mobility, with 16% moving up and 16% moving down. Grade 8 proficiency was approximately 26%.	Students demonstrate unfinished learning and skill gaps within identified mathematical concepts and standards. We need to continue to provide opportunities	True

	for systematic spiral review, common formative assessment, and targeted reteaching consistently across grade levels. More frequent collaborative analysis of student performance is needed to identify misconceptions earlier and adjust Tier 1 instruction and intervention within MTSS.	
Grade 6 - Statistics and Probability is approximately 50% proficiency Grade 7 - Expressions and Equations is approximately 46% proficiency; Number System performance is approximately 48% proficiency Grade 8 - Expressions and Equations is approximately 26% proficiency		False
For Students with Disabilities specifically, although this subgroup met the PVAAS ELA growth standard, there was a 10.2% decrease in Advanced/Proficient performance from 24-25.		False
Students with Disabilities increased Mathematics Advanced/Proficient performance by 1.7%, but still did not meet the expected improvement/growth target.	We need to continue to conduct a collaborative analysis of subgroup and individual student data, implementation of accommodations and targeted instructional supports, and progress monitoring through the MTSS process need greater consistency to identify learning gaps earlier and respond with timely intervention.	True
English Language Arts/Literature - Students with Disabilities experienced a 10.2% decline in Advanced/Proficient performance. Although this subgroup met the ELA growth standard of 70%, growth decreased from the previous year (89%).	Students with Disabilities and Economically Disadvantaged students have not consistently demonstrated sufficient growth and mastery of grade-level standards within Tier 1 instruction. Collaborative analysis of subgroup and individual student data, implementation of accommodations and targeted instructional supports, and progress monitoring through the MTSS process need greater consistency to identify learning gaps earlier and respond with timely intervention.	True
Mathematics/Algebra - Hispanic students' performance decreased from the previous year and did not meet the statewide/interim goal - The statewide average was 41.7% and South MS student average was 13.9%.		False

Mathematics/Algebra - Economically Disadvantaged students' performance decreased from the previous year and did not meet the Statewide/interim goal - The state average was 41.7% and South MS student average was 17.3%.	Students demonstrate unfinished learning and skill gaps within identified mathematical concepts and standards. We need to continue to provide opportunities for systematic spiral review, common formative assessment, and targeted reteaching consistently across grade levels. More frequent collaborative analysis of student performance is needed to identify misconceptions earlier and adjust Tier 1 instruction and intervention within MTSS.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based		False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices		False
Foster a culture of high expectations for success for all students, educators, families, and community members		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
The White group met the performance standard for attendance and also demonstrated an increase from the previous year.	
Students with Disabilities demonstrated an increase in performance by 1.7% from the previous year in A/P % in math.	Teachers will continue identifying and expanding on the instructional practices, accommodations, interventions, and supports associated with this growth and they will be used to improve outcomes for Students with Disabilities across both ELA and Mathematics.
In 24-25, none of the groups met the Interim Goal/Improvement Target in math. However, in three groups (All Student, White, and Student with Disabilities) the performance increased from the previous year.	
Students with Disabilities group had the greatest amount of growth in math compared to the other subgroups.	Teachers will continue identifying and expanding on the instructional practices, accommodations, interventions, and supports associated with this growth and they will be used to improve outcomes for Students with Disabilities across both ELA and Mathematics.
In 24-25, the school (overall) did not meet the improvement target. Plus, every subgroup also did	

not meet the target and all groups showed a decline from the previous year.	
In 24-25, the school (overall) did not meet the ELA improvement target. Plus, every subgroup also did not meet the target and all groups showed a decline from the previous year. However, the All Student Group did outperform the Statewide Average by 0.8%.	
Even though the school overall did not meet the standard demonstrating growth in ELA, four of the subgroups met the standard and one of them also showed an increase in growth from the previous year.	
In 2025–26, 84% of Grade 8 students, 63% of Grade 7 students, and 64% of Grade 6 students demonstrated growth on the ELA LinkIt Benchmark. Additionally, PSSA achievement mobility showed positive movement in Text-Dependent Analysis (+15% net mobility), Informational Text (+9%), and Conventions of Standard English (+8%).	Teachers will continue to use collaborative teams to identify instructional practices contributing to student success and intentionally apply those practices to identified areas of need, including Vocabulary Acquisition in ELA. We will utilize PSSA, LinkIt, PVAAS, common formative assessment, and classroom data through grade-level/content collaboration and the MTSS process to identify skill gaps, adjust Tier 1 instruction, provide targeted interventions, and monitor student progress.
Grade 6 ELA PSSA proficiency increased by 4.2 percentage points, with 54% of students scoring Advanced or Proficient. Grade 7 proficiency increased by 1.8 percentage points, with 54.8% scoring Advanced or Proficient.	Teachers will continue to use collaborative teams to identify instructional practices contributing to student success and intentionally apply those practices to identified areas of need, including Vocabulary Acquisition in ELA. We will utilize PSSA, LinkIt, PVAAS, common formative assessment, and classroom data through grade-level/content collaboration and the MTSS process to identify skill gaps, adjust Tier 1 instruction, provide targeted interventions, and monitor student progress.
In 2025–26, 84% of Grade 8 students, 63% of Grade 7 students, and 64% of Grade 6 students demonstrated growth on the ELA LinkIt Benchmark. Additionally, PSSA achievement mobility showed positive movement in Text-Dependent Analysis (+15% net mobility), Informational Text (+9%), and Conventions of Standard English (+8%).	Teachers will continue to use collaborative teams to identify instructional practices contributing to student success and intentionally apply those practices to identified areas of need, including Vocabulary Acquisition in ELA. We will utilize PSSA, LinkIt, PVAAS, common formative assessment, and classroom data through grade-level/content collaboration and the MTSS process to identify skill gaps, adjust Tier 1 instruction, provide targeted interventions, and monitor student progress.

In all grade levels, LinkIt benchmark data, PSSA data, collaborative teacher teams, content-area teams, and the MTSS Core Team are utilized to identify student needs, monitor progress, adjust Tier 1 instruction, and provide targeted supports.	
6th grade - 52.7% were Prof/Adv. (14.5% increase from 24-25)	Teachers need to continue analyzing their student data and the effective teaching techniques utilized in the classroom.
7th grade - 57.1% were Prof./Adv. (25.8% increase from 24-25)	Teachers need to continue analyzing their student data and the effective teaching techniques utilized in the classroom.
In 25-26, Mathematics demonstrated positive achievement mobility in multiple reporting categories, including Statistics and Probability (+22%), Ratios and Proportional Relationships (+18%), Geometry (+12%), and Number System (+9%) compared to 24-25. For students with disabilities specifically, there was a 1.7% increase in Math Advanced/Proficient performance.	Teachers will continue identifying and expanding on the instructional practices, accommodations, interventions, and supports associated with this growth and they will be used to improve outcomes for Students with Disabilities across both ELA and Mathematics.
In all grade levels, LinkIt benchmark data, PSSA data, collaborative teacher teams, content-area teams, and the MTSS Core Team are utilized to identify student needs, monitor progress, adjust Tier 1 instruction, and provide targeted supports.	
6th Grade - In the beginning of the 25-26 school year, 39% of students were proficient on the benchmark. At the end of the school year, 69% of students were proficient on the benchmark (+30% increase) 7th Grade - In the beginning of the 25-26 school year, 26% of students were proficient on the benchmark. At the end of the year, 68% of students were proficient on the benchmark (+42% increase) 8th Grade - In the beginning of the 25-26 school year, 46% of students were proficient on the benchmark. At the end of the year, 68% of students were proficient on the benchmark (+22% increase)	
Existing schoolwide structures, including collaboration among teachers, counselors, administration, and families, provide a foundation for connecting academic achievement, attendance, student engagement, and career readiness.	
English Language Arts/Literature - Hispanic subgroup met the ELA growth standard with a 74.0 and improved from the previous year of 73.0	All ELA teachers collaborate and include the ELD teacher regarding instructional strategies.
Mathematics/Algebra - Students with Disabilities subgroup increased Mathematics	Teachers will continue identifying and expanding on the instructional practices, accommodations,

Advanced/Proficient performance by 1.7% from 23-24. In 24-25, 8.5% were Adv./Prof. compared to 23-24 where 6.8% were Adv./Proficient.	interventions, and supports associated with this growth and they will be used to improve outcomes for Students with Disabilities across both ELA and Mathematics.
English Language Arts/Literature - Despite a decrease in the growth score from 23-24 (89.0), Students with Disabilities subgroup still met the ELA growth standard with a growth score of 76.0	Teachers will continue identifying and expanding on the instructional practices, accommodations, interventions, and supports associated with this growth and they will be used to improve outcomes for Students with Disabilities across both ELA and Mathematics.
English Language Arts/Literature - Despite a decrease in the growth score from 23-24 (73.0), students in the economically disadvantaged subgroup still met the ELA growth standard with a growth score of 70.0.	Teachers will continue to use collaborative teams to identify instructional practices contributing to student success and intentionally apply those practices to identified areas of need, including Vocabulary Acquisition in ELA. We will utilize PSSA, LinkIt, PVAAS, common formative assessment, and classroom data through grade-level/content collaboration and the MTSS process to identify skill gaps, adjust Tier 1 instruction, provide targeted interventions, and monitor student progress.
Continue to implement an evidence-based system of schoolwide positive behavior interventions and supports.	Using the PBIS Rewards program, we need to continue to integrate positive student academic growth as an expected behavior.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Continue to fully implement the PBIS program, both within and outside of South MS.
Provide frequent, timely, and systematic feedback and support on instructional practices.	We need to continue to utilize our district instructional coaches more often in our classrooms to provide ongoing feedback for our teachers.
Collectively shape the vision for continuous improvement of teaching and learning	This needs to be a constant and continuous staff discussion throughout the school year.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Vocabulary instruction has not been sufficiently systematic or consistent across grade levels and content areas. Students need more explicit instruction in academic and discipline-specific vocabulary, repeated opportunities to apply vocabulary in context, and greater exposure to PSSA-aligned vocabulary tasks. Building-wide common practices and regular analysis of formative and benchmark data are needed to monitor student response and adjust instruction.
	Students demonstrate unfinished learning within foundational concepts and skills connected to Expressions and Equations. Instruction would benefit from greater

	coordination of priority skills, intentional spiral review, common formative assessment, and collaborative analysis of student work and LinkIt data so that misconceptions can be identified and addressed before they become persistent gaps.
	Although Mathematics performance improved for Students with Disabilities, achievement remains below expectations. Students need more consistent targeted practice, small-group intervention, accommodation support, and progress monitoring tied to identified standards. Strengthening the connection between core Mathematics instruction, formative assessment, and MTSS intervention will allow staff to respond more quickly when students are not progressing.
	Students with Disabilities require more consistent access to targeted Tier 1 supports and timely intervention based on individual student data. A more systematic MTSS process is needed to identify skill gaps, coordinate supports and accommodations, monitor progress, and adjust interventions when students are not demonstrating sufficient achievement.

Goal Setting

Priority: Students with Disabilities require more consistent access to targeted Tier 1 supports and timely intervention based on individual student data. A more systematic MTSS process is needed to identify skill gaps, coordinate supports and accommodations, monitor progress, and adjust interventions when students are not demonstrating sufficient achievement.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By May 2027, the percentage of Students with Disabilities demonstrating Advanced/Proficient performance in ELA will increase by 6 percentage points from the established 2025–2026 baseline, as measured by PSSA-aligned assessment data and supported by LinkIt benchmark data.			
Measurable Goal Nickname (35 Character Max)			
SWD ELA Achievement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline ELA performance for Students with Disabilities using PSSA and LinkIt Benchmark A data, identify priority skill gaps, and review the implementation of Tier 1 supports, accommodations, and targeted interventions.	Increase ELA proficiency for Students with Disabilities by 2 percentage points from the established baseline, as measured by available LinkIt and common formative assessment data.	Increase ELA proficiency for Students with Disabilities by 4 percentage points from the established baseline, as measured by LinkIt Benchmark B and common formative assessment data, and adjust Tier 1 instruction, accommodations, and MTSS interventions based on individual student response.	Increase the percentage of Students with Disabilities demonstrating Advanced/Proficient performance in ELA by 6 percentage points from the established 2025–2026 baseline, as measured by PSSA-aligned assessment data and supported by LinkIt Benchmark C data.

Priority: Vocabulary instruction has not been sufficiently systematic or consistent across grade levels and content areas. Students need more explicit instruction in academic and discipline-specific vocabulary, repeated opportunities to apply vocabulary in context, and greater exposure to PSSA-aligned vocabulary tasks. Building-wide common practices and regular analysis of formative and benchmark data are needed to monitor student response and adjust instruction.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By May 2027, the percentage of students in Grades 6–8 demonstrating proficiency in Vocabulary Acquisition and Use will increase by 10 percentage points from the established baseline, as measured by PSSA-aligned assessment data and supported by LinkIt benchmark data.			
Measurable Goal Nickname (35 Character Max)			
Vocabulary Acquisition & Use			

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline proficiency in Vocabulary Acquisition and Use by grade level and subgroup using PSSA and LinkIt Benchmark A data, and implement common building-wide vocabulary instructional strategies across content areas.	Increase student proficiency in Vocabulary Acquisition and Use by 3 percentage points from the established baseline, as measured by available LinkIt and common formative assessment data.	Increase student proficiency in Vocabulary Acquisition and Use by 6 percentage points from the established baseline, as measured by LinkIt Benchmark B and common formative assessment data, and adjust Tier 1 instruction and MTSS supports based on student performance.	Increase student proficiency in Vocabulary Acquisition and Use by 10 percentage points from the established baseline, as measured by PSSA-aligned assessment data and supported by LinkIt Benchmark C data.

Priority: Although Mathematics performance improved for Students with Disabilities, achievement remains below expectations. Students need more consistent targeted practice, small-group intervention, accommodation support, and progress monitoring tied to identified standards. Strengthening the connection between core Mathematics instruction, formative assessment, and MTSS intervention will allow staff to respond more quickly when students are not progressing.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By May 2027, the percentage of students demonstrating proficiency in identified Mathematics areas of need will increase by 10 percentage points from the established 2025–2026 baseline: Grade 6 Statistics and Probability from approximately 50% to 60%, Grade 7 Expressions and Equations from approximately 46% to 56%, and Grade 8 Expressions and Equations from approximately 26% to 36%, as measured by PSSA-aligned assessment data and supported by LinkIt benchmark data.			
Measurable Goal Nickname (35 Character Max)			
Targeted Math Standards			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline performance using PSSA and LinkIt Benchmark A data, identify specific prerequisite skills and misconceptions within the targeted Mathematics standards, and implement common instructional priorities and spiral-review strategies.	Increase student proficiency in the identified Mathematics standards by 3 percentage points from the established baseline, as measured by available LinkIt and common formative assessment data.	Increase student proficiency in the identified Mathematics standards by 6 percentage points from the established baseline, as measured by LinkIt Benchmark B and common formative assessment data, and adjust Tier 1 instruction and MTSS supports based on student performance.	Increase student proficiency in the identified Mathematics standards by 10 percentage points from the established baseline: Grade 6 Statistics and Probability to approximately 60%, Grade 7 Expressions and Equations to approximately 56%, and Grade 8 Expressions and Equations to approximately 36%, as measured by PSSA-

			aligned assessment data and supported by LinkIt Benchmark C data.
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Priority: Students demonstrate unfinished learning within foundational concepts and skills connected to Expressions and Equations. Instruction would benefit from greater coordination of priority skills, intentional spiral review, common formative assessment, and collaborative analysis of student work and LinkIt data so that misconceptions can be identified and addressed before they become persistent gaps.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By May 2027, the percentage of Economically Disadvantaged students demonstrating Advanced/Proficient performance in Mathematics will increase by 6 percentage points from the established 2025–2026 baseline, as measured by PSSA-aligned assessment data and supported by LinkIt benchmark data.			
Measurable Goal Nickname (35 Character Max)			
ED Math Achievement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline Mathematics performance for Economically Disadvantaged students using PSSA and LinkIt Benchmark A data, identify priority skill gaps by grade level and standard, and identify students requiring additional Tier 1 and MTSS supports.	Increase Mathematics proficiency for Economically Disadvantaged students by 2 percentage points from the established baseline, as measured by available LinkIt and common formative assessment data.	Increase Mathematics proficiency for Economically Disadvantaged students by 4 percentage points from the established baseline, as measured by LinkIt Benchmark B and common formative assessment data, and adjust Tier 1 instruction and MTSS interventions based on student response.	Increase the percentage of Economically Disadvantaged students demonstrating Advanced/Proficient performance in Mathematics by 6 percentage points from the established 2025–2026 baseline, as measured by PSSA-aligned assessment data and supported by LinkIt Benchmark C data.

Action Plan

Measurable Goals

Vocabulary Acquisition & Use	Targeted Math Standards
SWD ELA Achievement	ED Math Achievement

Action Plan For: Explicit Vocabulary Instruction Across Content Areas

Measurable Goals:
- By May 2027, the percentage of Students with Disabilities demonstrating Advanced/Proficient performance in ELA will increase by 6 percentage points from the established 2025–2026 baseline, as measured by PSSA-aligned assessment data and supported by LinkIt benchmark data. - By May 2027, the percentage of students in Grades 6–8 demonstrating proficiency in Vocabulary Acquisition and Use will increase by 10 percentage points from the established baseline, as measured by PSSA-aligned assessment data and supported by LinkIt benchmark data.

Action Step		Anticipated Start Date	Anticipated Completion Date
Establish baseline performance in Vocabulary Acquisition and Use by grade level and subgroup using PSSA and LinkIt Benchmark A data.		2026-08-31	2026-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administration, Grade-Level Teams, and MTSS Core Team	PSSA data, LinkIt Benchmark A data, collaborative data-analysis time, and grade-level/subgroup reports. Staff; funds will be spent on specialists who will participate in MTSS, PLC, and data team meetings to identify student needs, analyze data, and develop action plans that support academic growth. Collaborate with administrators and teachers to implement evidence-based instructional practices aligned with school improvement goals. Specialists provide targeted interventions within Tier 2 and Tier 3 of the MTSS framework while also supporting high-quality Tier 1 instruction through coaching, modeling effective instructional strategies, data analysis, and ongoing collaboration with classroom teachers to improve student outcomes.	No	

Action Step	Anticipated Start Date	Anticipated Completion Date
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Identify and implement common building-wide strategies for explicit instruction of academic and discipline-specific vocabulary across content areas, including opportunities for students to apply vocabulary in context and respond to PSSA-aligned tasks.		2026-08-31	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administration, Department/Content Teams, and Classroom Teachers	Collaborative planning time, curriculum resources, academic and content-specific vocabulary resources, and PSSA-aligned sample questions/tasks. Instructional coaches and staff; funds will be spent on salaries and benefits for one reading specialist and one math specialist to support RELA and Math instructional goals. Specialists will provide direct supplemental instructional support to students demonstrating academic need in mathematics and reading. and deliver targeted interventions within Tier 2 and Tier 3 of the MTSS framework.	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Use common formative assessments, classroom evidence, and LinkIt benchmark data to monitor student performance in Vocabulary Acquisition and Use and identify students requiring additional instructional support.		2026-11-02	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers, Grade-Level Teams, Building Administration, and MTSS Core Team	LinkIt, common formative assessments, student work samples, collaborative data-analysis time, and MTSS progress-monitoring tools. Instructional coaches and staff; funds will be spent on salaries and benefits for one reading specialist and one math specialist to support RELA and Math instructional goals. Specialists will provide direct supplemental instructional support to students demonstrating academic need in mathematics and reading. and deliver targeted interventions within Tier 2 and Tier 3 of the MTSS framework. Benchmarks will be administered twice during the school year through an on-line program, each time followed by student conferences administered by teachers, administrators, and instructional coaches.	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide targeted reteaching and MTSS supports for students who are not demonstrating sufficient progress, with particular attention to Students with Disabilities, and adjust instruction based on student response. Provide family engagement events, academic resources, and communication regarding student progress.		2026-11-02	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers, Special Education Teachers, Grade-Level Teams, Building Administration, and MTSS Core Team	LinkIt and formative assessment data, intervention resources, accommodations, collaborative planning time, and MTSS progress-monitoring tools. Instructional coaches and staff; funds will be spent on salaries and benefits for one reading specialist and one math specialist to support RELA and Math instructional goals. Specialists will provide direct supplemental instructional support to students demonstrating academic need in mathematics and reading. and deliver targeted interventions within Tier 2 and Tier 3 of the MTSS framework. Additionally, approximately \$1600 will be used to supplement instruction and family engagement initiatives (see expenditure table for specific details).	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
1. Common vocabulary instructional strategies are consistently incorporated across grade levels and content areas. 2. Student performance in Vocabulary Acquisition and Use is reviewed at established benchmark intervals by grade level and subgroup, including Students with Disabilities. 3. Instructional adjustments, targeted reteaching, and MTSS interventions are documented and implemented for students not demonstrating sufficient progress.	Building administration, grade-level/content teams, and the MTSS Core Team will monitor implementation throughout the 2026–2027 school year. Instructional coaches and staff; funds will be spent on salaries and benefits for one reading specialist and one math specialist to support RELA and Math instructional goals. Specialists will provide direct supplemental instructional support to students demonstrating academic need in mathematics and reading. and deliver targeted interventions within Tier 2 and Tier 3 of the MTSS framework. Classroom implementation of common vocabulary strategies will be reviewed through collaborative team discussions, instructional walkthroughs, lesson materials, student work, and formative assessment evidence. Student outcomes

	will be formally reviewed following each LinkIt benchmark administration and analyzed by grade level and subgroup, including Students with Disabilities. The teams will use these data to determine progress toward quarterly and annual measurable goals, identify students requiring additional support, and make adjustments to Tier 1 instruction, targeted reteaching, and MTSS interventions.
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Action Plan For: Targeted Mathematics Instruction and Progress Monitoring

Measurable Goals:
- By May 2027, the percentage of students demonstrating proficiency in identified Mathematics areas of need will increase by 10 percentage points from the established 2025–2026 baseline: Grade 6 Statistics and Probability from approximately 50% to 60%, Grade 7 Expressions and Equations from approximately 46% to 56%, and Grade 8 Expressions and Equations from approximately 26% to 36%, as measured by PSSA-aligned assessment data and supported by LinkIt benchmark data. - By May 2027, the percentage of Economically Disadvantaged students demonstrating Advanced/Proficient performance in Mathematics will increase by 6 percentage points from the established 2025–2026 baseline, as measured by PSSA-aligned assessment data and supported by LinkIt benchmark data.

Action Step		Anticipated Start Date	Anticipated Completion Date
Analyze PSSA and LinkIt Benchmark A data by grade level, reporting category, standard, and subgroup to identify prerequisite skill gaps and specific areas of unfinished learning, with particular attention to Economically Disadvantaged students. Teachers will meet weekly in grade-level teams and department teams to discuss individual student performance throughout the school year to identify individual students who need additional supports through Title 1 ELA and math specialists or MTSS.		2026-08-31	2026-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administration, Mathematics Teachers, Grade-Level Teams, and MTSS Core Team	PSSA data, LinkIt Benchmark A data, LinkIt reporting tools, collaborative data-analysis time, and student performance reports. Staff; student conferencing materials; dedicated time for teachers to meet and analyze student performance; funds will be spent on salaries and benefits for one reading specialist, one math specialist, and two teaching assistants to support ELA and Math instructional goals. Specialists will provide direct supplemental	No	

	instructional support to students demonstrating academic need in mathematics and reading. and deliver targeted interventions within Tier 2 and Tier 3 of the MTSS framework.		
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Action Step		Anticipated Start Date	Anticipated Completion Date
Implement targeted Mathematics instruction incorporating intentional spiral review, explicit instruction, modeling, guided practice, and frequent formative assessment of identified priority standards and prerequisite skills.		2026-11-02	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Mathematics Teachers, Building Administration, and Mathematics Content Team	Core Mathematics curriculum resources, IXL, LinkIt, common formative assessments, PSSA-aligned tasks, and collaborative planning time. Funds will be spent on salaries and benefits for one reading specialist, one math specialist, and two teaching assistants to support ELA and Math instructional goals. Specialists will provide direct supplemental instructional support to students demonstrating academic need in mathematics and reading. and deliver targeted interventions within Tier 2 and Tier 3 of the MTSS framework.	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Use common formative assessments, student work, and LinkIt benchmark data to monitor mastery of targeted Mathematics standards and identify students requiring reteaching or additional intervention, including Economically Disadvantaged students.		2026-10-01	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Mathematics Teachers, Grade-Level Teams, Building Administration, and MTSS Core Team	LinkIt, common formative assessments, IXL performance data, student work samples, collaborative data-analysis time, and MTSS progress-monitoring tools. Funds will be spent on salaries and benefits for one reading specialist and one math specialist to support RELA and Math instructional goals. Specialists will provide direct supplemental instructional support to students demonstrating academic	No	

	need in mathematics and reading. and deliver targeted interventions within Tier 2 and Tier 3 of the MTSS framework.		
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Action Step		Anticipated Start Date	Anticipated Completion Date
Provide targeted reteaching, small-group instruction, and MTSS intervention based on identified skill gaps and student response, and adjust instructional supports when students are not demonstrating sufficient progress. Provide family engagement events, academic resources, and communication regarding student progress.		2026-10-01	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Mathematics Teachers, Special Education Teachers, Grade-Level Teams, Building Administration, and MTSS Core Team	Assessment and progress-monitoring data, IXL, intervention resources, small-group instructional materials, and collaborative planning time. Staff; funds will be spent on salaries and benefits for one reading specialist and one math specialist to support RELA and Math instructional goals. Specialists will provide direct supplemental instructional support to students demonstrating academic need in mathematics and reading. and deliver targeted interventions within Tier 2 and Tier 3 of the MTSS framework. Additionally, approximately \$1600 will be used to supplement instruction and family engagement initiatives (see expenditure table for specific details).	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
1. Targeted Mathematics standards and prerequisite skills are identified by grade level and intentionally incorporated into ongoing instruction and spiral review. 2. Student performance on targeted Mathematics standards is routinely analyzed by grade level and subgroup, including Economically Disadvantaged students. 3. Reteaching, small-group instruction, and MTSS interventions are implemented and adjusted for students who are not demonstrating sufficient progress.	Building administration, Mathematics teachers, grade-level teams, and the MTSS Core Team will monitor implementation throughout the 2026–2027 school year. Mathematics teams will review common formative assessment results, student work, IXL performance data, and LinkIt benchmark data during regularly scheduled collaborative meetings. Formal benchmark reviews will occur following each LinkIt administration, with performance analyzed by grade level, targeted standard, and subgroup, including Economically Disadvantaged students. The teams will use these data to evaluate progress toward the quarterly and annual measurable goals, identify

	students requiring reteaching or intervention, and adjust Tier 1 instruction, spiral review, small-group supports, and MTSS interventions based on student response. Funds will be spent on salaries and benefits for one reading specialist and one math specialist to support RELA and Math instructional goals. Specialists will provide direct supplemental instructional support to students demonstrating academic need in mathematics and reading. and deliver targeted interventions within Tier 2 and Tier 3 of the MTSS framework.
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Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	- Explicit Vocabulary Instruction Across Content Areas - Targeted Mathematics Instruction and Progress Monitoring	Salaries for Teachers	83730	
Instruction	- Explicit Vocabulary Instruction Across Content Areas - Targeted Mathematics Instruction and Progress Monitoring	Benefits for Teachers	41093	
Title II.A and Title IV.A Transfer Funds	- Explicit Vocabulary Instruction Across Content Areas - Targeted Mathematics Instruction and Progress Monitoring	Salaries for Teachers	11168	
Other Expenditures	Explicit Vocabulary Instruction Across	Family Engagement	1632.24	

	Content Areas • Targeted Mathematics Instruction and Progress Monitoring			
Total Expenditures				137623.24

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Explicit Vocabulary Instruction Across Content Areas	Identify and implement common building-wide strategies for explicit instruction of academic and discipline-specific vocabulary across content areas, including opportunities for students to apply vocabulary in context and respond to PSSA-aligned tasks.
Targeted Mathematics Instruction and Progress Monitoring	Implement targeted Mathematics instruction incorporating intentional spiral review, explicit instruction, modeling, guided practice, and frequent formative assessment of identified priority standards and prerequisite skills.

Explicit Vocabulary Instruction Across Content Areas

Action Step		
Identify and implement common building-wide strategies for explicit instruction of academic and discipline-specific vocabulary across content areas, including opportunities for students to apply vocabulary in context and respond to PSSA-aligned tasks.		
Audience		
Grades 6–8 teachers, including RELA, Mathematics, Science, Social Studies, Special Education, and Related Academics teachers.		
Topics to be Included		
Explicit instruction of academic and discipline-specific vocabulary; identification of essential vocabulary within content standards; strategies for teaching vocabulary in context; repeated student application of vocabulary through reading, writing, speaking, and problem solving; development and use of PSSA-aligned vocabulary tasks; and use of formative and LinkIt data to monitor student response and adjust instruction.		
Evidence of Learning		
Teachers will demonstrate learning through the consistent identification and explicit instruction of essential academic and content-specific vocabulary in classroom instruction, incorporation of common vocabulary strategies and PSSA-aligned tasks into instructional materials, examination of student work and formative assessment results, and collaborative adjustment of instruction based on student performance.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Administration, Department/Content Team Leaders, and District Curriculum and Instruction Staff	2026-08-31	2027-06-10

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Initial professional learning during the first quarter with ongoing reinforcement, collaborative planning, and data review throughout the 2026–2027 school year.
Observation and Practice Framework Met in this Plan	
1e: Designing Coherent Instruction	

• 1f: Designing Student Assessments • 3b: Using Questioning and Discussion Techniques • 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and Responsiveness
This Step Meets the Requirements of State Required Trainings

Targeted Mathematics Instruction and Progress Monitoring

Action Step		
• Implement targeted Mathematics instruction incorporating intentional spiral review, explicit instruction, modeling, guided practice, and frequent formative assessment of identified priority standards and prerequisite skills.		
Audience		
Grades 6–8 Mathematics teachers, Special Education teachers supporting Mathematics instruction, Building Administration, and appropriate MTSS staff.		
Topics to be Included		
Analysis of Mathematics standards and prerequisite skills; identification of unfinished learning and student misconceptions; intentional spiral review; explicit instruction, modeling, and guided practice; development and use of common formative assessments; analysis of LinkIt and student performance data; and use of data to determine targeted reteaching, small-group instruction, and MTSS intervention.		
Evidence of Learning		
Teachers will demonstrate learning through incorporation of targeted standards and prerequisite skills into instructional planning and spiral review, use of common formative assessments and student work to identify misconceptions, implementation of targeted reteaching and small-group supports, and documented instructional adjustments based on LinkIt and formative assessment data.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Administration, Mathematics Content Team Leaders, and District Mathematics/Curriculum Staff	2026-08-31	2027-06-10

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Initial professional learning during the first quarter with ongoing collaborative planning, formative assessment review, and formal data analysis following each LinkIt benchmark administration.
Observation and Practice Framework Met in this Plan	
• 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and Responsiveness	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Glenn Donaldson	2026-09-22
School Improvement Facilitator Signature	Date
Chad Evans	2026-09-21